

Chaddlewood Primary School

Hemerdon Heights, Plympton, Plymouth, PL7 2EU

Inspection dates 12–13 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in response to good, and sometimes outstanding, teaching.
- Disabled pupils and those with special educational needs, and pupils eligible for pupil premium funding, share in the good progress. Their achievement has improved since the previous inspection. Most pupils leave the school with above average levels of attainment.
- Teachers typically have high expectations, especially in Key Stage 1. They manage teaching assistants well, use a good range of resources to improve learning, question pupils effectively, and in the best lessons assess pupils' efforts thoroughly and then adapt their teaching strategies accordingly.
- Pupils behave exceptionally well in lessons and around the school. They love coming to school, their attendance is above average, and they feel very safe. The school provides a very warm and welcoming environment.
- The school has developed an impressive range of strategies to support the learning and other needs of potentially vulnerable pupils, as well as supporting their families.
- The headteacher, very well supported by other staff and governors, is relentless in pursuing excellence. The school's track record of improvement shows that the school has a strong capacity to improve further. The leadership checks the quality of teaching and learning regularly and rigorously.

It is not yet an outstanding school because:

- Teachers occasionally do not expect enough of pupils or do not provide enough opportunities for them to work at an appropriate level
- Pupils do not always reach high levels in mathematics because some teachers have limited confidence in teaching the subject.
- Progress in writing is sometimes held back when there are too few opportunities to write at length and unaided outside of literacy lessons.
- Pupils' targets are not always used enough in lessons, and work is not always marked precisely enough, to help pupils improve their attainment as rapidly as they could.

Information about this inspection

- The inspectors observed 20 lessons, taught by 13 teachers, and also visited classrooms for several shorter sessions to observe the teaching of phonics (the linking of letters and sounds). Three of the observations were carried out jointly with the headteacher.
- Meetings were held with the headteacher, other staff, four governors, pupils and a representative from the local authority.
- The inspection team took account of 43 responses to the online questionnaire (Parent View) and 31 questionnaires returned by staff.
- The inspection team observed the school's work and scrutinised a variety of documentation. This included the school's improvement plan, the school's evaluation of itself, governing body minutes, data on pupils' current progress, records of monitoring, and records relating to safeguarding. Inspectors also scrutinised pupils' work and listened to pupils read.

Inspection team

John Laver, Lead inspector

Additional Inspector

Simon Bishop

Additional Inspector

Linda Rafferty

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The great majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is very low.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and other groups, is less than half the national average.
- The proportion of disabled pupils and those with special educational needs supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are two classes in Reception and also in each of the other year groups in the school.

What does the school need to do to improve further?

- Improve upon the good teaching in the school, so that more of it becomes outstanding, by:
 - ensuring that teachers' expectations of what pupils can achieve in lessons, in both Reception and further up the school, are always high enough so that higher attainers can reach their potential
 - using pupils' targets more consistently in lessons and when marking pupils' work, and giving pupils more opportunities to assess their own work and respond to teachers' comments about how to improve it
 - in lessons, other than literacy sessions, taking advantage of pupils' eagerness to learn by giving pupils more opportunities to write at length and unaided
 - building on the school's efforts to spread more confidence and expertise in teaching mathematics, so that more pupils leave school with the highest levels in the subject.

Inspection judgements

The achievement of pupils is good

- Children join the Reception classes with levels of attainment and social and personal skills broadly in line with those typical for their age group.
- During their time in Reception, children make good progress in all areas of learning because teaching is good. The quality of the outdoor learning environment has improved since the previous inspection, and children enjoy experiences such as the Forest School. They make good progress in learning to link sounds and letters (phonics).
- By the age of 11, when they leave school, pupils' attainment in recent years has usually been above average, particularly in reading and mathematics. There was a dip in test results in 2013, mostly because several pupils joined the school in Year 5 or Year 6 who did not achieve as well as pupils who had been in the school since the Reception Year.
- Pupils currently in the school are on track to reach average, and in some cases well above average, levels of attainment. This is due to a combination of good teaching, good support for the learning of pupils quickly identified as being in danger of underachieving, and pupils' very positive attitudes towards learning. Pupils of all abilities make good progress, and this is particularly the case in Key Stage 1, where the teaching is of very high, and frequently outstanding, quality.
- Both boys and girls, of all backgrounds and abilities, achieved results well above the national levels in the most recent Year 1 phonics check.
- Previous gaps in achievement between different groups of pupils have narrowed significantly since the previous inspection, for example between boys and girls. Pupils in receipt of pupil premium funding, who form a small proportion of most classes, mostly achieve as well as other pupils in English and mathematics, and usually make faster progress than similar pupils nationally. The progress of a small number of these pupils is more variable in writing, sometimes up to a term behind other pupils, but the numbers concerned are very small.
- The progress of disabled pupils and those with special educational needs has also improved since the previous inspection. They achieve well, largely due to good support from teaching assistants in the classroom and additional support in small groups elsewhere. Similar support has also benefited pupils in receipt of pupil premium funding.
- Pupils are well on track to meet challenging targets. The good, and sometimes outstanding, learning was observed in several lessons during the inspection. For example, lessons for younger pupils in Key Stage 1 were observed in which the teaching was uncompromising in the expectations of what the pupils could achieve in developing their language and writing skills. The teachers introduced complex language and encouraged pupils to find out things for themselves independently, using dictionaries and thesauruses.
- Despite achieving well over time, occasionally pupils do not achieve as well in individual lessons as they should. This happens when more-able pupils are not given hard enough tasks which would move their learning on as quickly as should happen, or the teacher provides limited opportunities for children of all ages in the school to do more thinking and 'doing' for themselves.
- A few pupils do not achieve the highest levels of which they are capable in mathematics, usually when their teachers are less confident or experienced in teaching the subject.
- The good progress overall was observed not just in lessons but was also evident from the school's own data and from scrutiny of pupils' books. Parents and carers are rightly appreciative of the results achieved.

The quality of teaching is good

- Teaching has been typically good in all year groups since the previous inspection, and continues to improve as staff are committed to further develop their expertise. In several lessons observed

during the inspection, especially in Key Stage 1, the teaching was outstanding.

- Typical of the good teaching is the effective questioning, both to assess pupils' understanding and to make pupils think about their learning. In the best lessons, teachers capitalise on pupils' eagerness to give their opinions, thereby developing thoughtful debate.
- There are excellent relationships in classes, and teachers use a range of resources to motivate pupils. Some teachers make outstanding use of assessment in everyday lessons, for example using examples of pupils' work to get pupils to evaluate the qualities, and adapting their teaching as a result of checking levels of pupils' understanding shown during group activities.
- Teachers manage teaching assistants and other adult support well, particularly for lower attainers, disabled pupils and those with special educational needs, helping them to make good gains in knowledge and understanding.
- In the best lessons, teachers show very high expectations. This was observed in a gymnastics lesson in which the teacher's excellent subject knowledge and the challenging pace fully engaged pupils and ensured very rapid progress as pairs of pupils devised routines.
- Occasionally, teachers do not ensure that higher attainers get involved in tasks early enough in the lesson and so move their learning on quickly.
- Teachers make a lot of comments in pupils' books when they mark their work. However, although pupils have targets, some teachers make limited use of them, or do not make pupils always respond directly to the marking. As a result, although pupils often know how well they have done, there is not a consistent approach to showing how pupils should improve their work.
- Parents, carers and pupils believe that teaching is good, and inspectors agree. The school's self-evaluation and records of teaching also support this judgement.

The behaviour and safety of pupils are outstanding

- Positive behaviour was one of the school's strengths at the time of the previous inspection, and the school has successfully maintained this strength and built upon it, so that behaviour and safety are outstanding.
- Pupils show an excellent attitude towards learning throughout all classes. They take great pride in their work, as is evident in their books. They enjoy opportunities to work independently, but also work well in groups. Pupils enjoy contributing their ideas in class and listen well to each other.
- Pupils also show excellent behaviour around the school. During the inspection they were observed eagerly taking part in assemblies.
- Pupils are very welcoming to visitors, tolerant towards one another and keen to help each other. They take on roles such as mentoring, as well as serving on the school council and contributing to discussions about the school's behaviour policy.
- Pupils enjoy coming to school, so attendance is above average. There is a high take-up of clubs and pupils participate in many different activities. These include many sports, and pupils take part successfully in many local tournaments.
- Parents and carers believe that pupils are very safe in school and the pupils agree. There have been no recent exclusions, and pupils are very confident that bullying of any kind is not an issue in the school. The leadership gives a high priority to promoting e-safety, both with parents and carers and with the pupils themselves.
- Pupils are also safe because the school is very inclusive in its approach and gives care and welfare a high priority. The parent support worker gives valued support to many families.
- The outstanding behaviour contributes very significantly to the good progress throughout the school, because pupils want to learn and take great pride in their school.

The leadership and management are good

- The headteacher has maintained a strong drive for improvement since the school was formed,

just before the previous inspection. He, along with other leaders and governors, knows the school very well. The accurate self-evaluation of the school and the planning for improvement, built on existing successes, show the capacity for continued improvement.

- Particular successes include the focus on systematic tracking of pupils' progress and putting various strategies in place to support pupils at risk of underachieving. There have been measures to improve reading, writing and mathematics, and all of them have had a positive impact on progress.
- The questionnaires that staff returned showed that they are unanimously supportive of the leadership and what it is striving to achieve.
- The leadership makes good use of partner schools in the area to create opportunities for staff to learn from colleagues and for pupils to benefit from teaching expertise and the use of facilities elsewhere.
- Senior leaders check the quality of teaching and learning regularly. Middle leaders, such as subject coordinators, are beginning to take more of a role in this process. This is a relatively recent development, which is partly why the leadership and management are not yet outstanding, although parents and carers recognise and value the strengths in the leadership.
- The local authority recognises the strengths in the school, and so does not regularly monitor the school. However, it has provided successful support for particular initiatives when requested by the leadership. The school now provides expertise from within itself to promote good practice elsewhere.
- The school manages initiatives very constructively. The provision of extra adult support and resources for pupils in receipt of pupil premium funding has contributed to their good progress. The additional funding for physical education has enabled the school to buy in expertise to increase the skills of its own staff in aspects of physical education, such as gymnastics, which was observed during the inspection.
- There are many opportunities for good spiritual, moral, social and cultural development. For example, opportunities for pupils to reflect on issues such as helping others are provided in assemblies, and reflective work is also a feature of pupils' books.
- The leadership has developed a curriculum which encourages pupils to learn through a series of topics, and enhances their key skills in the process. However, there are sometimes missed opportunities to improve writing skills when studying the topics, because the expectations of the quality of writing that pupils can do unaided outside of literacy lessons are inconsistent.
- **The governance of the school:**
 - The governing body ensures that the school meets all safeguarding requirements and successfully puts equal opportunities for all pupils to enjoy school and do well at the heart of its work. Governors understand the strengths and areas for development in teaching. They are very aware of how pupil performance in the school compares with that elsewhere. They have a very good understanding of their role in monitoring initiatives such as primary sports funding and the pupil premium, and ask challenging questions of the leadership as part of their evaluation of the impact of these measures. Governors ensure that the management of staff performance is rigorous. Staff are aware that pay is related to accountability and progress, and they say that they are confident that the procedure is fairly applied when determining targets and how responsibilities are allocated. Governors take advantage of good opportunities for their own professional development and are very well equipped for their role in both supporting the school and holding it to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135144
Local authority	Plymouth
Inspection number	426827

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	398
Appropriate authority	The governing body
Chair	Malcolm Halliday
Headteacher	Simon Mower
Date of previous school inspection	9–10 December 2008
Telephone number	01752 337450
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